Rubric for Assessing the Quality of
School Service-Learning Leadership

School System: **School:**

Date: **Reviewed by:**

School Demographics: **Met with:**
(#students, #teachers, ethnic diversity)

Score		Comments
	Infrastructure	
☐	1. **School provides staff resources to administer service-learning** A – No assigned staff for service-learning administration B – Responsibility for service-learning program assigned to a specific staff member C – Staff assigned responsibility for service-learning, trained and given authority for the program administration, and supported by several other staff members (e.g. Fellows, administration, or other teachers) D – School-based service-learning team and/or faculty committee meets several times a year to support high quality service-learning	
☐	2. **Service-learning aligned with school curriculum** A – No alignment evident B – Projects meet minimum service-learning criteria (preparation, action, reflection) and existing curricular outcomes and indicators C – Projects meet 7 Best Practices, curricular outcomes and state standards D – Projects meet 7 Best Practices, curricular outcomes, state standards, and support other education reform initiatives	
☐	3. **School provides support and flexibility for engaging students in service-learning** A – No support evident B – Students allowed to engage in projects during normally scheduled class time C – School allows flexibility with student schedules to carry out service-learning activities D – School assists students to take service-learning related field trips (funds provided for projects off school property)	

Professional Development and Training	
☐ 1. **Faculty are trained how to engage students in high quality service-learning** A – No training evident B – Brief overview of service-learning practice and policy presented C – Training presented on service-learning basics (preparation, action, reflection, 7BP) and policy implications in school system D – Comprehensive training provided on service-learning quality standards, district policies, and the connection of service-learning to multiple disciplines and the curriculum and other education reform initiatives (e.g. attend a training or conference)	.
☐ 2. **Staff is trained so they can support student engagement in high quality service-learning** A – No training evident B – Brief overview of service-learning practice and policy presented C – Training presented on service-learning basics (preparation, action, reflection) and policy implications in school system D – Comprehensive training provided on service-learning quality standards, system policies, and the connection of service-learning to the curriculum and other education reform initiatives	
☐ 3. **Individualized training, support, and/or group training offered for administrators, teachers, new faculty/staff, or community based organizations needing additional support with service-learning** A – No support evident B – Staff needing support receives additional materials on service-learning (e.g. handouts or website) C – Individuals or groups encouraged to attend existing training opportunities and given materials D –A training plan is developed and implemented based on the need of the individuals (e.g., one-to-one mentoring relationships)	
Accountability (Instructional Design, School Level Support, Organization Roles and Responsibilities)	
☐ 1. **Faculty and staff responsible for service-learning (administrator, building level coordinator, department chair, infused course instructors, club advisors, etc) are aware of and utilizing standards for high quality service-learning** A – Service-learning standards not used B – Standards for service-learning made available to staff (e.g. lending library or website) C – All relevant staff aware of standards for high quality service-learning D – All staff completely aware of and utilizing standards for all service-learning	

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☐ **2. Service-learning implemented as specified by the system service-learning plan** A – No verification process in place B – Teachers verify classroom implementation C – School administration monitors individual classroom implementation D – Implementation observed and documented by school administration and verified by central office personnel	
☐ **3. The quality of service-learning projects infused into the curriculum are assessed** A – No assessment evident B –Projects are assessed by teacher to determine if they meet minimum service-learning criteria (preparation, action, reflection) and curricular requirement C – Service-learning projects are assessed by teacher and class according to the high-quality service-learning standards (7BP) and are expected to meet all of the standards D – Service-learning projects are assessed by a third party (e.g. school service-learning coordinator, administrator, or SIT) using a rubric (7BP) to measure high quality	
☐ **4. The quality of individual or club service-learning projects are assessed** A – No assessment evident B – Projects are assessed by educator/advisor to determine if they meet minimum service-learning criteria (preparation, action, reflection) C – Service-learning projects are assessed by educator/advisor and student(s) according to the high-quality service-learning standards and are expected to meet all standards D – Service-learning projects are assessed by a third party (e.g. school service-learning coordinator, administrator, or SIT) using a rubric (7BP) to measure high quality	
☐ **5. Student completion of service-learning documented** A – No documentation evident B – Service-learning documentation available to school personnel only C – Service-learning documentation visible to students, parents, and school personnel D – Service-learning documentation in students' permanent record and available to all	

Communication	
☐ 1. **Communication mechanisms are established for exchange of information about service-learning between LEA service-learning coordinator and school** A – No communication evident B – An annual communication on service-learning conducted (staff meeting, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4. times a year:) through a variety of communication mediums (staff meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (in staff meetings, newsletters, announcements, emails, memos, reports, etc)	
☐ 2. **Communication mechanisms are established for exchange of information about service-learning between school service-learning coordinator/administrator and school administration, faculty, and staff** A – No communication evident B – Minimal communication on service-learning conducted (email, announcements, staff meeting, handouts, survey, etc.) C – Periodic communication on service-learning conducted (2-4 staff meetings, monthly announcements, reports, etc.) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (staff meetings, newsletters, announcements, emails, memos, etc)	
☐ 3. **Communication mechanisms are established for exchange of information about service-learning between the school and students** A – No communication evident B – Service-learning policies and purposes communicated (handouts, etc.) C – Periodic communication about service-learning (e.g. announcements and newsletters) D – Policies clear and opportunities frequently featured through a variety of communication mediums (meetings, website, bulletin boards, emails, surveys, etc.)	

☐ **4. Communication mechanisms are established for exchange of information about service-learning between the school and parents** A – No communication evident B – Annual communication about service-learning policy (PTA meeting, letter, handout, survey, Back-to-School Night, etc.) C – Periodic communication on service-learning conducted (2-4 PTA meetings, announcements, reports, report card, etc.) D – Service-learning opportunities and policies featured routinely (5 or more times each year) through a variety of communication mediums (school newsletters, emails, memos, etc.)	
☐ **5. Communication mechanisms are established for exchange of information about service-learning between school and community based organizations** A – No communication evident B – An annual communication on service-learning conducted (handouts, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year:) through a variety of communication mediums (meetings, newsletter, reports, etc.) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (news articles, emails, memos, etc.)	

Scoring Rubric:
- A score of A or B on any indicator denotes an area that the school, LEA service-learning coordinator, and MSSA staff should review.
- A score of C or D on any indicator demonstrates proficiency for that indicator.

Closing Question:
How do you think service-learning adds, detracts, or has a neutral impact on your school?